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ABSTRACT

In spring 1985, employers of former Glendale Community College (GCC) students were surveyed to determine their views about the technical and personal skills preparedness of the former GCC students; their rating of the job outlook in various areas of training; their rating of GCC training; and their recommendations for the college. Study findings, based on responses from 91 employers, included the following: (1) 88% gave an overall rating of either "good" or "very good" to the former students; (2) in terms of technical and personal skills, the highest employer ratings were given to "operating equipment," "manual dexterity," "work quality," "willingness to learn," "accepting responsibility," and "personal initiative"; (3) the lowest rated categories were "problem-solving skills," "math skills," "communication skills," and "organizational ability"; (4) the Electronics and Administration of Justice programs received the highest ratings in terms of student performance and future job outlook, while the Nursing program received the lowest overall ratings in both of these categories; (5) male students tended to be rated higher in the areas of technical skills, work attendance, and management cooperation, while females received higher ratings for willingness to learn, personal initiative, punctuality, and co-worker cooperation; and (6) generally, occupational program students were given higher overall ratings in the work place than academic program students; though academic students were rated higher in math, technical knowledge, willingness to learn, and policy compliance. (PAA)

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OFFICE OF RESEARCH AND DEVELOPMENT

RESEARCH REPORT

Employer Follow-Up
Spring 1985

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Employer Follow-up Survey Report
November 1985

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Glendale Community College
Employer Follow-up Survey Report
November 1985

The contents of this report concerns an analysis of survey information obtained from employers of former students who attended Glendale Community College. One should understand that such follow-up survey data is a reliable source of information from employers returning the survey form. Also, one should remember that follow-up information reports on what has already happened and usually does not provide answers to the cause or reason for this occurrence. For this reason, several sections of this report seek to highlight some areas within the college which may need to respond to some of the findings of the survey. This document is divided into the below sections:

* Some Highlights - The Good .... and the not so good.

* Suggested Uses of the Data

* What does our data say about:

  - In what areas did the employers give us the lowest ratings?
  - In what areas did the employers give us the highest ratings?
  - How did the employers rate the job outlook for students in the various areas of training?
  - How did the employers rate the training according to the different categories of students?
  - What comments did the employers have for us?
  - How did the employers rate our students in comparison with other employees who did not receive the same type of training?
  - How did the employers feel about the training received by the students in terms of job advancement?
  - What was the source for hiring of our former students?

* So what now.....

* Some Demographics and Responses by Category

After this type of survey data is analyzed and reviewed, it is standard practice to request that the appropriate institutional staff respond in writing to the issues raised. This request is usually made by the appropriate administrative cabinet member to staff members who are responsible for the particular area or department involved. It should be remembered that such requests can be formulated in a positive manner with the primary goal being to improve or enhance the college's services as a whole.

THE GOOD.....

* Overall, the former students and the training they received received high ratings form the employers - especially in areas relating to willingness to learn, accepting responsibility, and personal initiative. A full 88% of the employers surveyed gave an overall rating in either the "good" or "very good" range.

* In areas with sufficient responses, the two highest ratings were given to the Electronics and the Administraton of Justice programs.

AND.....THE NOT SO GOOD.....

* Although the overall ratings by the employers were very high, the lowest ratings were given to problem solving skills, math skills, organizational ability, and communication skills.

* The job outlook rating for Nursing program graduates was not high. The future job outlook rating was lower than the current job outlook rating.

SUGGESTED USES OF THE DATA

In addition to college evaluative information, follow-up survey results are excellent public relations, marketing and recruitment tools. The production of such data involves much time and effort to be exerted by institutional staff -- and the information produced should be put to work as soon as possible. Some examples of how this type of outcome information might be put to use are:

1. Basis for making requests to institutional staff to respond in writing to issues raised by the data.

2. Reports to accreditation teams.

3. Fulfillment of state vocational reporting requirements.

4. Verbal presentations to instructional and student services administrators, department chairpeople, directors, and program coordinators.

5. Release of public relations information to the public through the local newspaper(s).

6. Release of public relations information to the student body through the campus newspaper.

7. Types of jobs and salaries received by program graduates published in occupational brochures.

8. "Jobs" data, student comments, placement data, and other such information to be used to update courses as the need is demonstrated.

9. Marketing and recruitment efforts through analyses of target populations and reasons for students not returning from one term to the next.

10. Positive comments to be provided to local newspaper editors for their use. Also, positive student comments should be published prior to student registration periods for student recruitment purposes.

11. Verbal presentation to college President and/or administrative cabinet.

12. Verbal presentation to college governing body.

13. Longitudinal student and employer follow-up analyses over a to 5-year period.

14. Treatment of special concerns or issues unique to the college's institutional environment.

15. Release of special college brochures advertising the colleges follow-up activities.

WHAT DOES OUR DATA SAY ABOUT ...

IN WHAT AREAS DID THE EMPLOYERS GIVE THE LOWEST RATINGS?

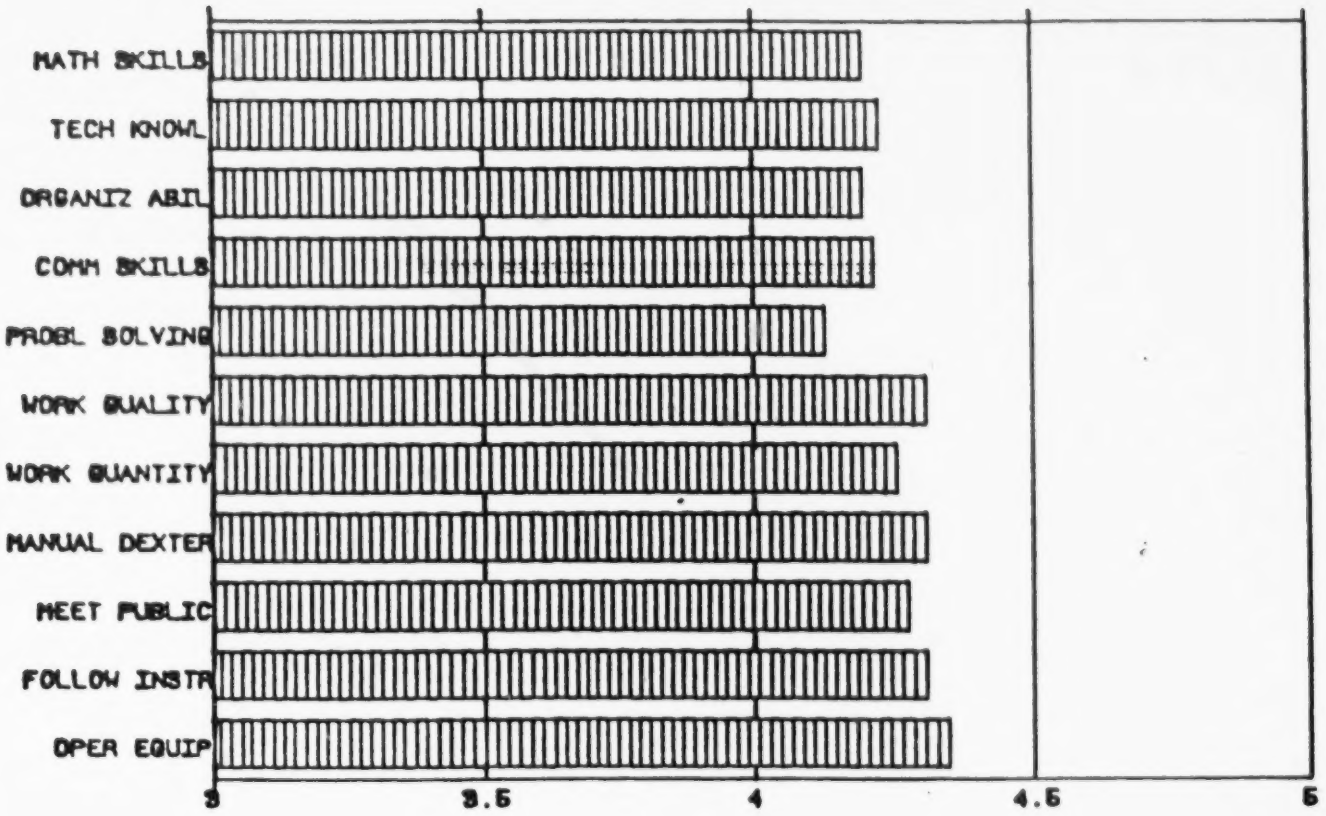
As compared with other studies of this type, the employers gave high overall ratings to the training received by the students. Of the technical and personal skill areas rated by the employers, the four lowest ratings were given to problem solving, math skills, organizational ability, and communication skills.

IN WHAT AREAS DID THE EMPLOYERS GIVE THE HIGHEST RATINGS?

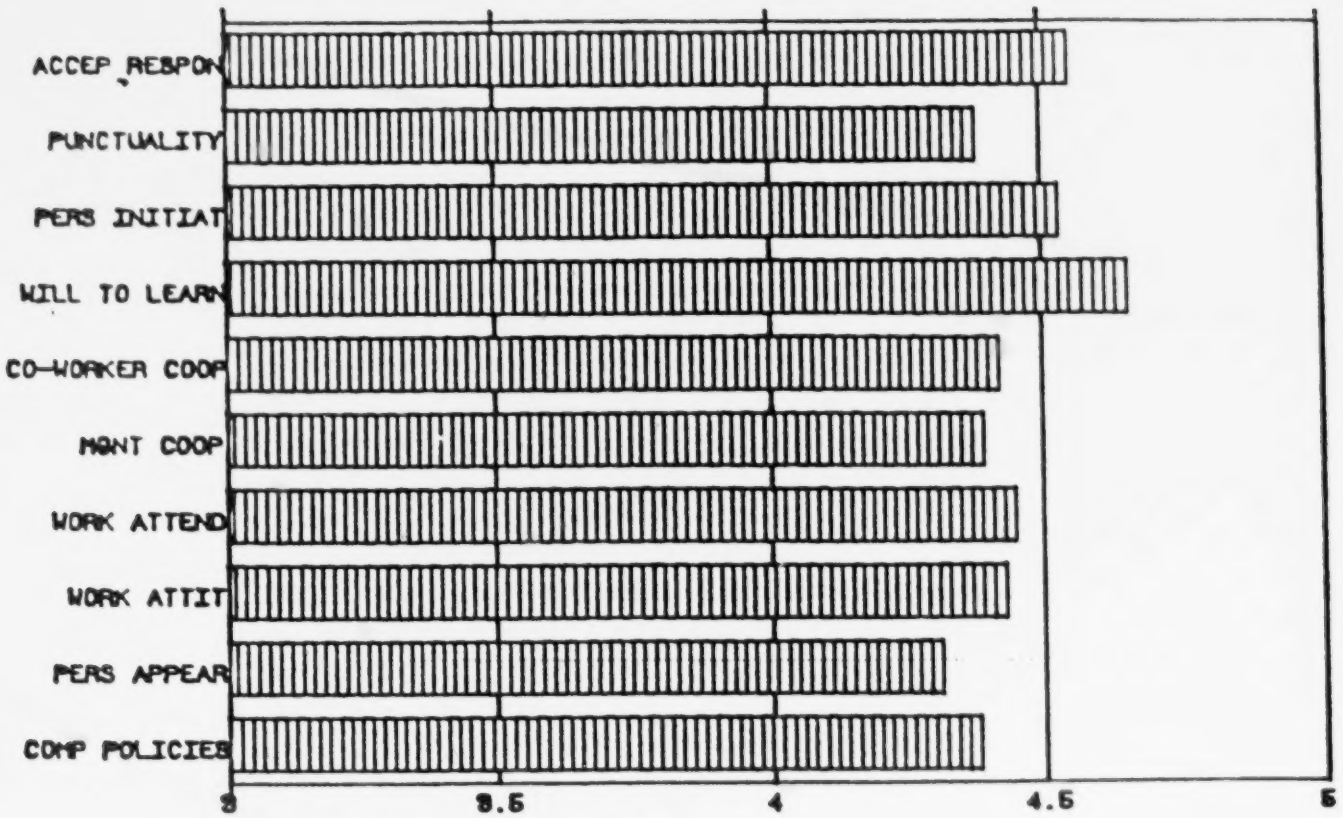
Overall, the employers gave the highest ratings to our students' willingness to learn, accepting responsibility, and personal initiative. Very high ratings were also given to the Electronics and Administration of Justice programs.

The below charts provide a look at the various rating categories and the ratings given by the employers.

EMPLOYER RATINGS - TECHNICAL SKILL AREAS

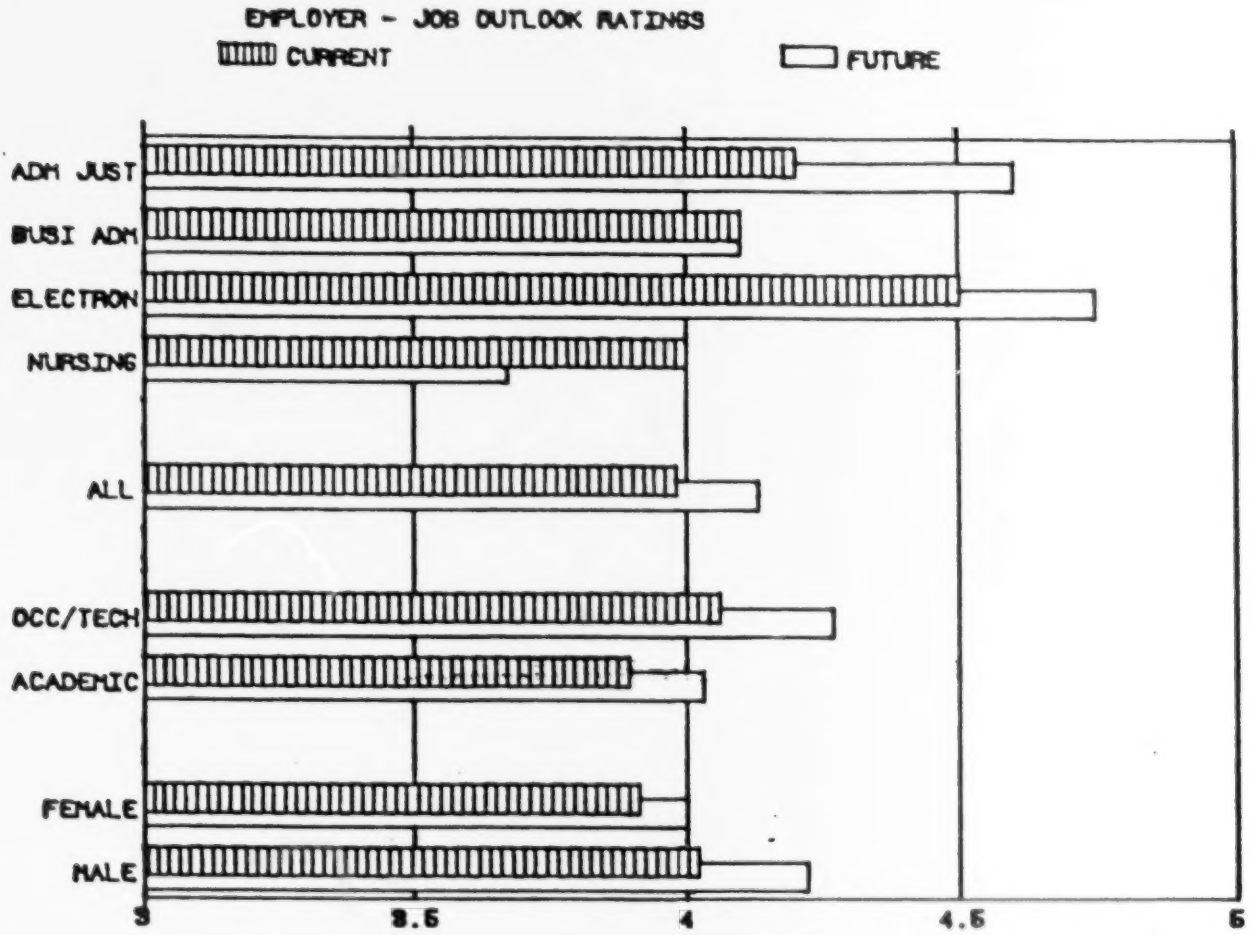


EMPLOYER RATINGS - PERSONAL SKILL AREAS



HOW DO THE EMPLOYERS RATE THE JOB OUTLOOK FOR STUDENTS IN THE VARIOUS AREAS OF TRAINING?

Generally, the employers gave reasonably good future job outlook projections for our program areas. Some variations were noted as shown by the below charts. Of particular interest is the job outlook ratings given to the Nursing program. This type of rating coincides with similar ratings given by employers surveyed by other such similar studies.

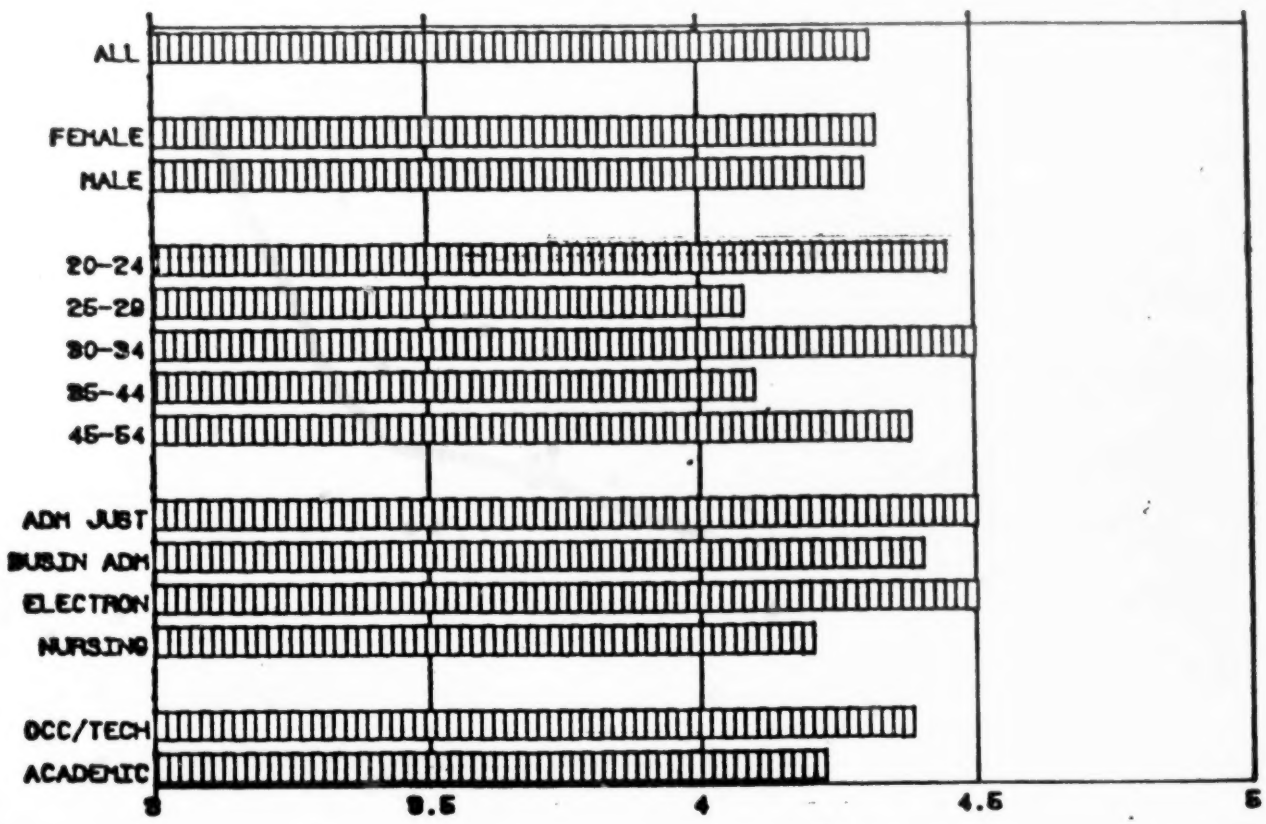


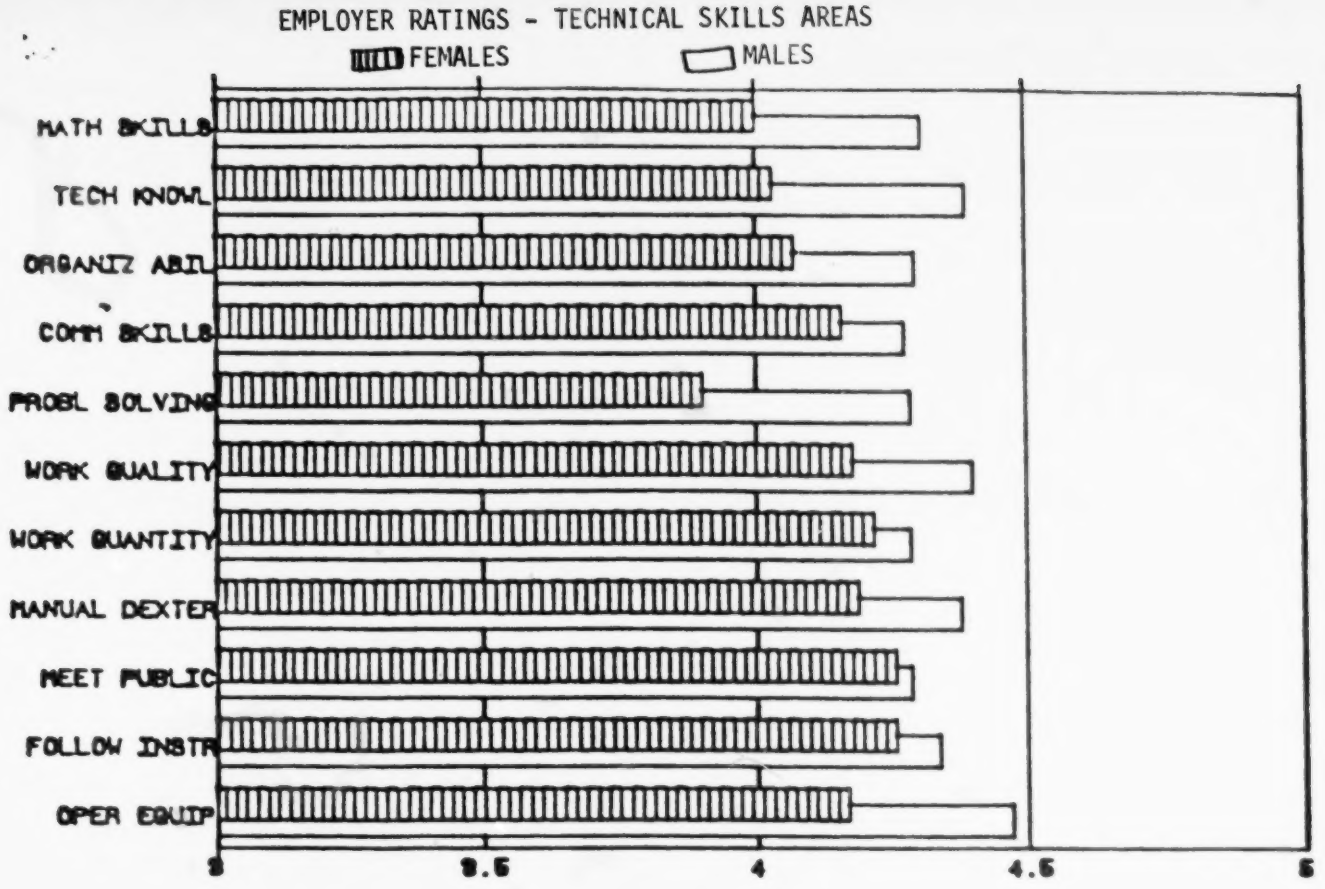
HOW DID THE EMPLOYERS RATE THE TRAINING RECEIVED ACCORDING TO THE DIFFERENT CATEGORIES OF STUDENTS?

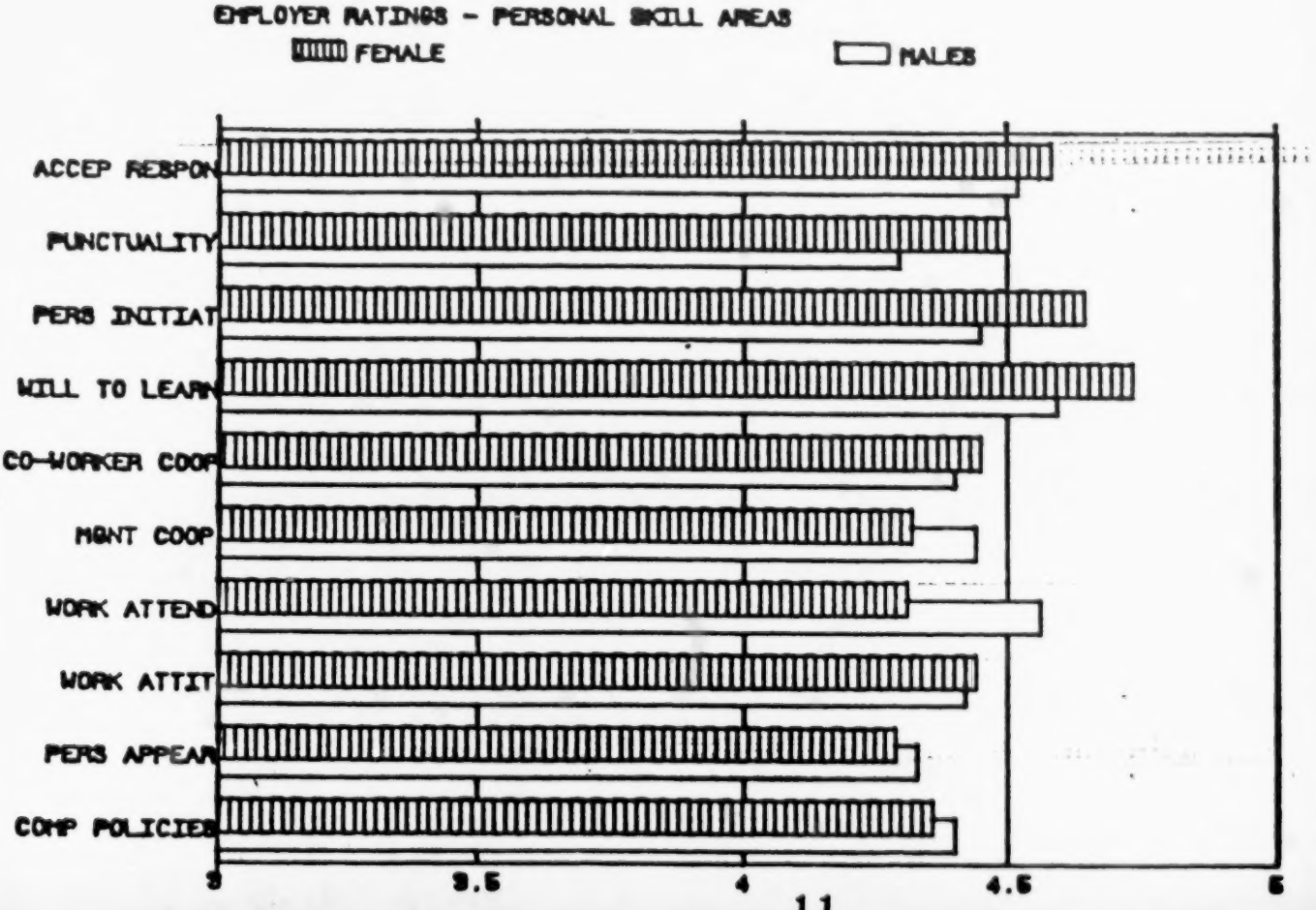
Some differences were noted in the employers' rating of the former students according to various categories. Generally, males were rated higher in the technical skill areas while females were rated higher in areas related to willingness to learn, personal initiative, punctuality, and co-worker cooperation. In addition to the technical skill areas, males were rated higher in areas relating to work attendance and management cooperation.

Generally, occupational/technical students were given a higher overall rating in the work place than academic students - although some differences were demonstrated by categorical area. Academic students were given higher ratings in math, technical knowledge, willingness to learn, and policy compliance - while occupational students were rated higher in organizational ability, following instructions, communication skills, and meeting the public. Much of the difference noted appears to be relatively non-conclusive.

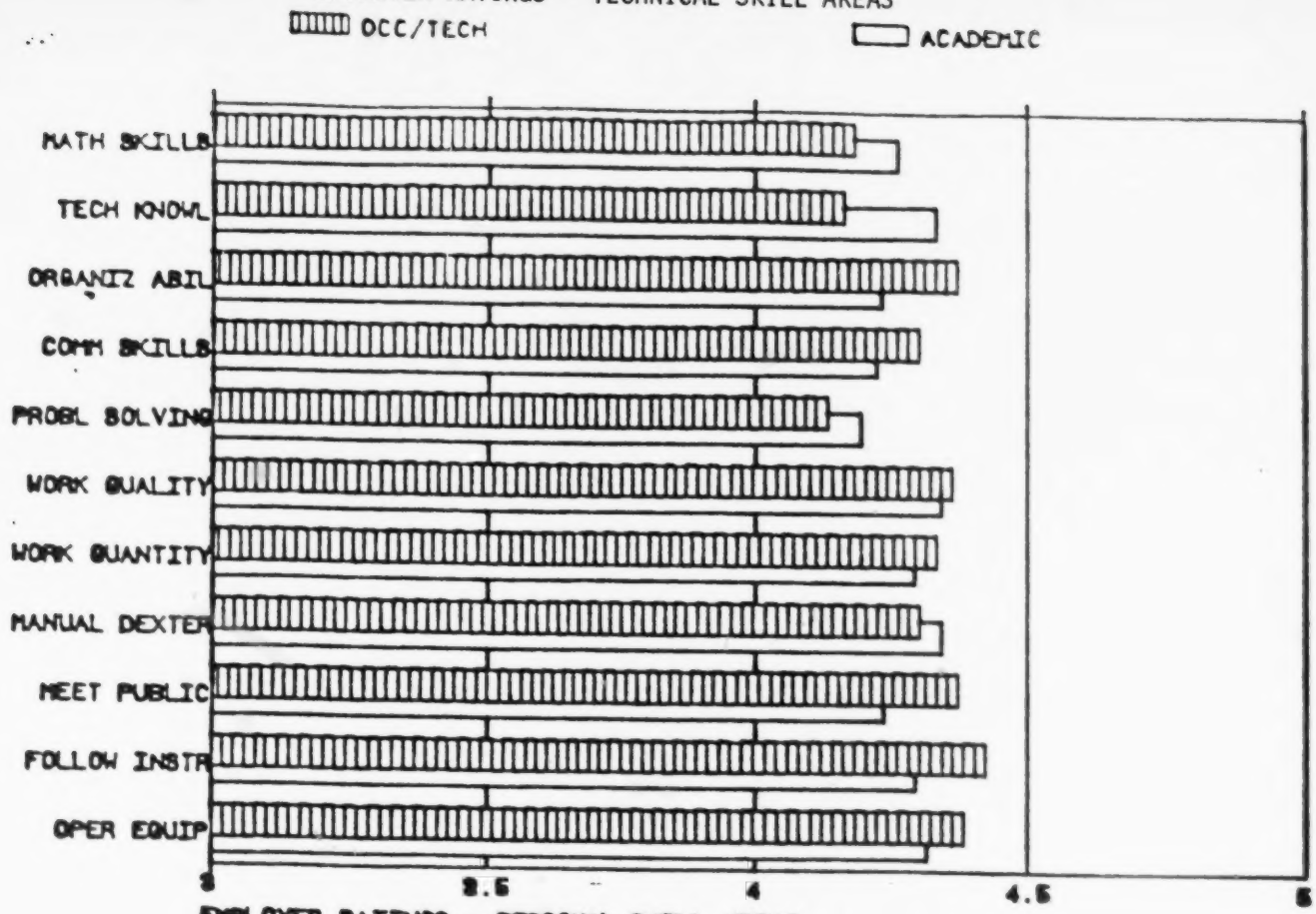
EMPLOYER - OVERALL RATINGS



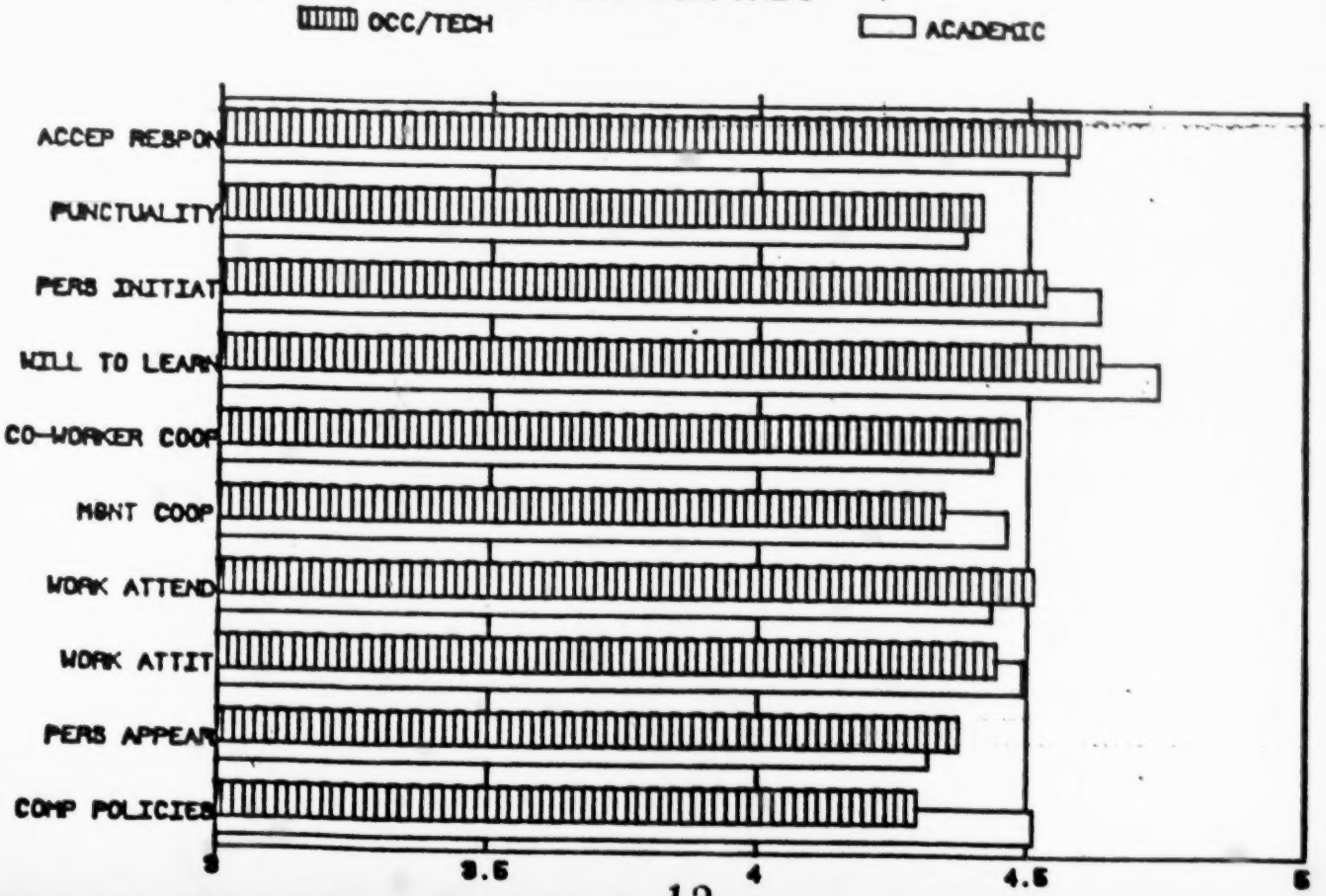

EMPLOYER RATINGS - TECHNICAL SKILLS AREAS
FEMALES
MALES
MATH SKILLS
TECH KNOWL
ORGANIZ ABIL
COMM SKILLS
PROBL SOLVING
WORK QUALITY
WORK QUANTITY
MANUAL DEXTER
MEET PUBLIC
FOLLOW INSTR
OPER EQUIP
3
3.5
4
4.5
5


EMPLOYER RATINGS - PERSONAL SKILL AREAS
FEMALE
MALES
ACCEP RESPON
PUNCTUALITY
PERS INITIAT
WILL TO LEARN
CO-WORKER COOP
MGNT COOP
WORK ATTEND
WORK ATTIT
PERS APPEAR
COMP POLICIES
3
3.5
4
4.5
5

EMPLOYER RATINGS - TECHNICAL SKILL AREAS



EMPLOYER RATINGS - PERSONAL SKILL AREAS



WHAT COMMENTS DID THE EMPLOYERS HAVE FOR US?

The employer questionnaire solicited comments from the employers relative to suggestions for improving the technical or personal skill of the students and also additional areas of training in which our college should become involved. Shown below are some these comments.

Need a degree program in Telecommunications Management.

Continued instruction in areas of public work or relationships with public.

We are unable to respond to this type of questionnaire. We are unable to verify this.

Need more internship programs.

From what I can tell from your listings in the school catalog, you pretty well have all areas covered.

Employees need more problem solving and goal setting skills.

Many employees would take a course in Basic Utility Businesss. There is a need for more young people to understand what a utility is and how their product is sold.

Greater need in emphasis of evaluating personnel and situation before jumping into committments.

Have classes on the use of IBM compatible PC's.

Need more computer training. Attention to basics - math, English, and basic sciences.

I'm not familiar with your program. Have no basis to make a judgement.

Need more outreach and hands-on in the community.

More emphasis on digital technology.

Copy editing needs more attention. Proofreading on a VDT screen- also, spelling is major problem - and style.

Employee seems to lack the ability to process the findings - to integrate the total patient - to add up what the assessment means..... Need to become a good detective - diagnostician, etc. and process and question..... My comments are of a general nature that I feel all the new grads are deficient in. Overall, I am pleased with Glendale students; and I have hired several over the last 2 yrs. If you have any questions, please don't hesitate to call.

I feel that by encouraging students to enroll in some kind of communications courses - it will help them overall. Communication courses are of utmost importance with the other general courses such as English, Math, etc.

I cannot comment on most of the areas. There is no indication that this form is confidential.

I think the employee's work in hospital administration at GCC has helped him in his management responsibilities related to his position, and also in an improvement in interpersonal relationships with other employees.

More emphasis should be placed on problem diagnosis - less on software development. Need additional training on "state of the art" electromechanical devices.

There is a severe lack of training in writing and communication skills - spelling, punctuation - being able to express ideas effectively.

Need more extensive program in hospital receivables management- as it applies to today's market with DRG's, HMO-PPO groups, medicare prospective payment system and the general commercial carriers.

I am not familiar with your current curriculum.

Increase school to four year program.

Need better direct supervision of ..... students. Have a better ratio of students per instructor... Better compliance and dress code policies. Need improvement in communication with staff. Employees need better organizational skills.

Need tighter standards for participants entering the program. More emphasis on computers.

Employees need better communication skills. Verbal communications by telephone.

Suggestions for other training areas - self-esteem, personal finances, labor relations, cost analyses of business expenses such of absenteeism, vacations, benefit packages.

Need more courses related to Banking - are available through AIB only. Students should be able to receive college credit also.

Develop more teamwork oriented assignments.

HOW DID THE EMPLOYERS RATE OUR STUDENTS IN COMPARISON WITH OTHER EMPLOYEES WHO DID NOT RECEIVE THE SAME TYPE OF TRAINING?

Almost 6 out of every 10 employers surveyed said our former students were better prepared than other employees in their work group who did not receive such training. 18% said they had no basis for comparison -- with 18% reporting no difference.

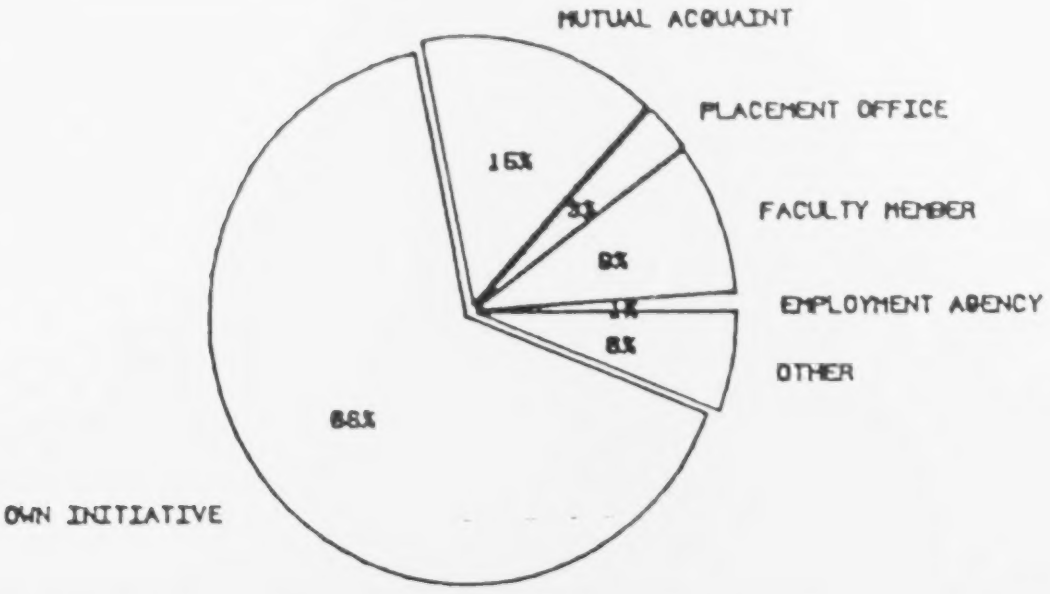
HOW DID THE EMPLOYERS FEEL ABOUT THE TRAINING RECEIVED BY THE STUDENTS IN TERMS OF JOB PLACEMENT AND ADVANCEMENT?

65% of the employers felt that the training added much to the student's ability for job placement and advancement. About 5% perceived the training as of "very little" or "no" help.

WHAT IS THE PRIMARY SOURCE OF HIRING FOR STUDENTS?

About 80% of the employers reported that the employee obtained the job through his or her own initiative or through a mutal acquaintance. Nine out of the seventy-six employers responding to this question reported either a college faculty member or job placement as the source for hiring.

EMPLOYERS - PRIMARY SOURCE OF HIRING



Some Demographics and
Number of Responses by Category
(Percentage may not add to 100% due to rounding)

Total Responses - 91

Sex Categories

Pct		Total
53%	Male	48
43%	Female	43

Age Categories

Pct		Total
0%	16-19	0
28%	20-24	25
17%	25-29	15
11%	30-34	10
23%	35-44	21
19%	45-54	17
2%	55-64	2
0%	65 & over	0
1%	Uncoded	1

Ethnic Categories

Pct		Total
0%	American Indian/Alas Native	0
1%	Asian/Pacific Islander	1
1%	Black,not of Hispanic Origin	1
10%	Hispanic	9
88%	White,not of Hispanic Origin	80
0%	Nonresident Alien	0
0%	Uncoded	0

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